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## The WebLUIIS Tutorial

Athena Hoepfner

University of Central Florida, [athena@ucf.edu](mailto:athena@ucf.edu)

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# The WebLUIS Tutorial

Athena Hoeppner

[athena@mail.ucf.edu](mailto:athena@mail.ucf.edu)

<http://pegasus.cc.ucf.edu/~holcomba>



# Quick Overview

## What is the WebLUIS Tutorial?

- Introduction to the online catalog and indexes, collectively called WebLUIS.
- Modular, interactive, self-paced, web-based.
- Developed and supported with WebCT.
- Used primarily by second semester English composition students (ENC1102)



# A Tutorial as a Collaboration

- Students
- Faculty
- Technical Support
- Librarians



# If you build it, will they come?

- Students might not flock to a tutorial:
  - It's not required
  - They find what they need on the Internet (Yahoo, Ask Jeeves, etc.)
  - Too uncomfortable with computers
  - Too busy
  - They already know *all* about libraries
  - Library research is boring/easy/not necessary



# Getting Students to the Tutorial

- Faculty motivate students to use the library and the tutorial...  
...or not
- Give students *very* clear instructions for logging in and overcoming technical hurdles ([sample instructions](#))



# Getting Students Through the Tutorial

- Students value their time
  - Modular tutorials let students choose how to spend their time ([Example 1](#))
- Interactivity helps students learn
  - Forms with validation, javascript, hands-on exercises enliven the tutorial and improve student comprehension ([Example 2](#))



# Checking for Student Comprehension

- A quiz motivates students to learn the material
  - Many students take the quiz first, then the tutorial, then retry the quiz
- Quiz scores provide feedback to the students
  - Students repeat the quiz until they achieve scores up to their standards





# Getting Faculty Behind the Tutorial

- Reasons for resistance:
  - Lack of familiarity with computers and the internet
  - Disbelief in effectiveness of computer-based instruction
  - Don't know about the tutorial
  - Don't think library instruction important



# Overcoming Faculty Resistance

- Collaborate with Faculty to design the tutorial
- Give Instruction Options
  - Don't cut off previous forms of instruction
- Build confidence and acceptance



# Faculty Needs

- Relevance
- Accountability
  - Proof of completion, Quiz scores ([Example 3](#))
- Administration
  - Prepare the tutorial for the instructor, load student roll
  - Grade quizzes and deliver grades to faculty



# Communicating with Faculty

- Communicate with *each* instructor
- Keep them informed
  - Send Memos, Instructions, Scores  
(Example 4)
- Give them options to contact you and be responsive



# Faculty Allies

- Work with a coordinator
- Identify people with authority and influence and win them over



# Technical Allies

- What you stand to gain
  - Customization
  - Interactivity
  - Multimedia
  - Aesthetic appeal
  - Access to server



# Technical Allies ...or are they?

- What you stand to loose:  
Absolute control
  - Priorities
  - Changes, fixes, upgrades



# Technical Options

- Outsource
- Hire a permanent programmer/graphics designer
- Use course development software
- Do it yourself





# Communicating with Techies

- Explain clearly what you want and why
- Work with one individual who really understands your goal
- Collaborate with the technically powerful units on campus



# Last but not Least: Librarians

- Natural allies
- Work with the Library Instruction Librarians



# What have you got to gain?

- Usage
  - Spring 1998 - About 100 users
  - Spring 2000 - About 1050 users
- Statistics, feedback, accountability



# What have you got to loose?

- Librarians now spend most of their instruction time with mid to upper level classes
  - Went from teaching 80 plus ENC1102 classes in the Spring
  - Now about 10 out of the 130 or so sections opt to bring the students in for further instruction



# URLs

- WebLUIIS Tutorial for anyone  
<http://reach.ucf.edu:8900/public/libtut>
- WebLUIIS Tutorial for ENC1102 students  
<http://reach.ucf.edu/~enc1102>
- WebCT  
<http://www.webct.com>
- Athena Hoepner  
<http://pegasus.cc.ucf.edu/~holcomba>  
[athena@mail.ucf.edu](mailto:athena@mail.ucf.edu)

